R E P O R T R E S U M E S

ED 013 323 VT 002 413

CLOTHING MAINTENANCE SPECIALIST, A SUGGESTED TRAINING PROGRAM.

OFFICE OF EDUCATION, WASHINGTON, D.C.
REPORT NUMBER OE-87005 PUB DATE 64
EDRS PRICE MF-$0.25 HC-$0.80 20P.

DESCRIPTORS- *OCCUPATIONAL HOME ECONOMICS, POST SECONDARY EDUCATION, *CLOTHING INSTRUCTION, TEXTILES INSTRUCTION, *TEACHING GUIDES, PROGRAM DEVELOPMENT, *CLOTHING MAINTENANCE SPECIALISTS, MDTA PROGRAMS,

ALTHOUGH THIS GUIDE PROVIDES RESOURCE MATERIALS FOR DEVELOPMENT OF A PROGRAM FOR THE TRAINING OF CLOTHING MAINTENANCE SPECIALISTS, THE TEACHER WILL NEED TO ADAPT IT TO THE NEEDS AND EXPERIENCES OF HER TRAINEES AND TO THE LOCAL COMMUNITY. UNDER THE EMPLOYER'S SUPERVISION, THE CLOTHING MAINTENANCE SPECIALIST ALTERS, CLEANS, PRESSES, REPAIRS, AND STORES CLOTHING OF FAMILIES AND INDIVIDUALS. THE OBJECTIVES OF THE PROGRAM INCLUDE PREPARING TRAINEES TO -- (1) DETERMINE THE REPAIR, ALTERATION, OR CLEANING NEEDED BY A GARMENT, (2) USE JUDGMENT AND MANIPULATIVE SKILLS IN VARIOUS CLOTHING MAINTENANCE PROCEDURES, (3) PACK CLOTHING FOR STORAGE OR TRAVEL, AND (4) PRACTICE RULES OF SAFETY. A COURSE OF 180 HOURS WITH FIVE BASIC UNITS IS SUGGESTED. SUGGESTIONS ARE GIVEN FOR PLANNING THE LEARNING EXPERIENCES, EVALUATING ACHIEVEMENT, AND PLANNING TEACHING FACILITIES. THE TEACHER SHOULD HAVE HAD SOME COLLEGE-LEVEL INSTRUCTION IN CLOTHING CONSTRUCTION, ALTERATIONS, UPKEEP, TEXTILES, CONSUMER BUYING, AND EXPERIENCE IN WORKING WITH ADULTS. THE TRAINEE SHOULD BE A HIGH SCHOOL GRADUATE WHO IS INTERESTED IN CLOTHING AND STYLES AND WHO HAS HAD SOME EXPERIENCE IN HIGH SCHOOL OR ADULT CLOTHING CLASSES. REFERENCES AND CRITERIA FOR JUDGING TRAINEE READINESS FOR EMPLOYMENT ARE LISTED. A WELL-EQUIPPED CLOTHING LABORATORY AS WELL AS COMMUNITY RESOURCES ARE REQUIRED FOR A SUCCESSFUL COURSE. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.287--87005 FOR 20 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (MS)

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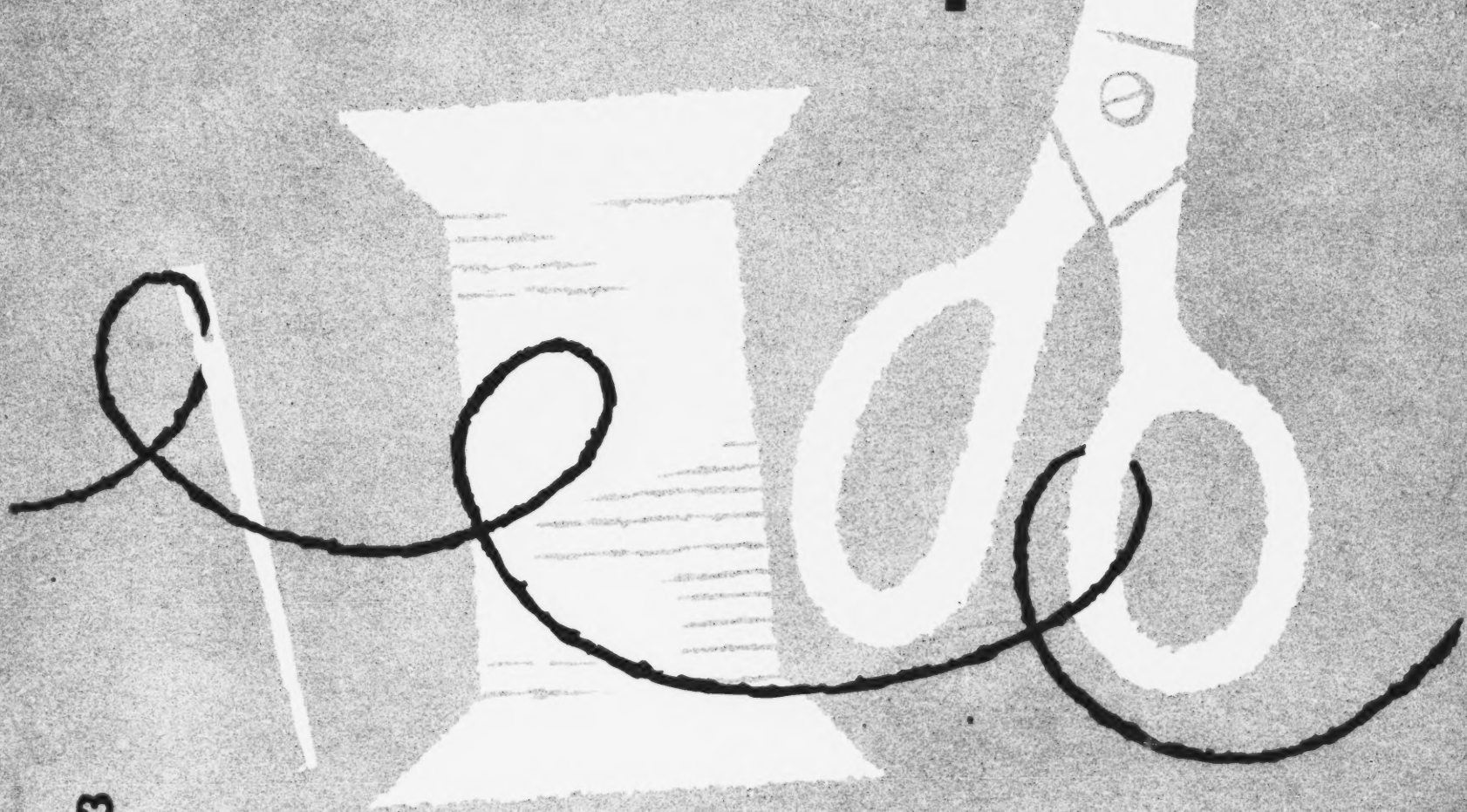

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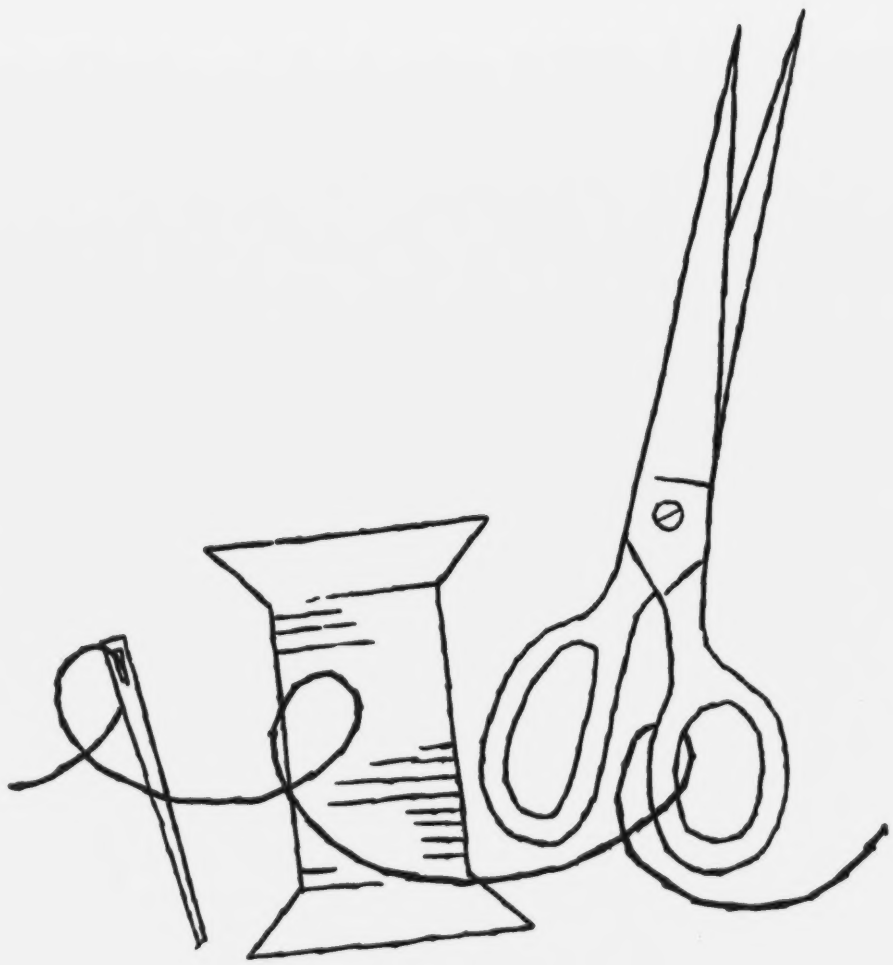
Clothing Maintenance Specialist

A SUGGESTED TRAINING PROGRAM



U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education . Division of Vocational and Technical Education

Developed and first published, pursuant to a contract with the U.S. Office of Education, by McGraw-Hill, Inc.

Reissued with revisions by the Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C., 1964.

Superintendent of Documents Catalog No. FS 5.287:87005

UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON : 1964

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C., 20402 - Price 20 cents

FOREWORD

THE MAJOR ROLE of home economics training in vocational education has been to assist youth and adults to prepare for the responsibilities and activities of homemaking and the achievement of family well-being. Although this role will continue to be a responsibility of home economics education, many socioeconomic changes affecting women and families require that home economists now assume, to a greater extent than in the past, the responsibility of providing training for wage earning. An increasing number of women find it necessary to spend part of their lives in some wage-earning occupation. In addition, many employed homemakers and community agencies find it necessary to secure assistance in the care of family members or in the provision of other services that contribute to more satisfactory family life.

A series of work conferences held in 1963, under the direction of the Professional Services Section of the Manpower Development and Training Program, U.S. Office of Education, brought together national leaders in adult education in home economics, who, in cooperation with workers in other branches of vocational education and several national organizations and agencies, selected nine service occupations for which to prepare suggested training materials. These occupations, based on home economics knowledge and skills, provide a service to families within a community setting or within the home. Suggested resource materials from which to develop a training program that meets the needs of a particular group of trainees have been prepared for each of the nine occupations. The job analyses and job descriptions used in the suggested training programs were prepared for inclusion in the revised edition of the Dictionary of Occupational Titles, issued by the U.S. Department of Labor.

This guide for the Clothing Maintenance Specialist provides resource material from which a local training program can be developed. It is recognized that the experience and education of trainees will vary, as will the aims and needs of the local employer of the trained Clothing Maintenance Specialist. A schedule for training is included, but the program should be adapted to each group of trainees. This publication will be useful for the development of training programs that will enable women to acquire competencies having a valid wage value and needed in assisting families.

Walter M. Arnold
Assistant Commissioner for
Vocational and Technical Education

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TRAINING PROGRAM FOR THE CLOTHING MAINTENANCE SPECIALIST

Developing Course Plans

The following suggestions are for training persons for employment in the home to maintain, repair, and store the clothing of families or individuals. Nationally, this job has been given a variety of descriptive titles. In this training guide the title Clothing Maintenance Specialist is used.

Teachers must adjust and adapt the suggestions in this guide to the needs of the particular group they are teaching because the duties expected of the Clothing Maintenance Specialist may differ from community to community and the trainees will vary in education, experience, and ability. In addition to having first-hand information concerning job requirements, the individual teacher must secure as much information as possible about trainees. The specific objectives, teaching methods, and time allotted to each aspect of the training can then be adjusted to the local situation and to the trainees.

Job Functions

Under the employer's supervision, the Clothing Maintenance Specialist alters, cleans, presses, repairs, and stores the clothing of families and individuals.

Program Objectives

To prepare trainees:

1. To examine a wardrobe to determine the type of repair, alteration, or cleaning required;
2. To arrive at a work agreement with employer;
3. To use judgment and manipulative skills in performing the following maintenance procedures
   a. Mending, repairing, and making simple alterations
   b. Cleaning, laundering, and pressing
   c. Securing commercial services where needed
   d. Shopping upon request
   e. Storing clothing—daily and seasonally
4. To pack clothing for storage or travel;
5. To recognize and to practice rules of safety.

It is suggested that the teacher review the "Criteria for Judging Trainee Readiness for Employment" prior to developing the plans for teaching this course. The criteria will be useful throughout the course in setting up specific objectives, providing learning experiences, and making periodic evaluations.

Teacher Qualifications

A qualified teacher has had some college-level instruction in clothing construction, alterations, upkeep of clothing, textiles, and consumer buying. Her experience should include care ot clothing, work with community groups, and teaching adults. She should be capable of adapting instructional materials to the needs of trainees and employers, of relating herself to others, and of inspiring in them a feeling of confidence and security.

Background of Trainee

A trainee should be a high-school graduate who has interest in clothing and styles, and some work in high school or adult clothing classes.

Length of Course and Course Units

A course of 180 hours is suggested for training. The following suggested time for each of the five units can be used as a guide for planning a course to meet trainee and community needs.

Course Unit	Title	Hours
I	Overview of the Job	5
II	Clothing Maintenance Standards and Basic Sewing Skills	130
III	Laundering, Cleaning, and Pressing	25
IV	Storage of Apparel	8
V	Packing and Shopping for an Employer	12
	Total	180

COURSE UNIT I

OVERVIEW OF THE JOB

Suggested Training Time — 5 Hours

Objectives

To help the trainee develop an understanding of the nature and importance of her duties as a Clothing Maintenance Specialist; to provide a knowledge of important elements of employer-employee relations, Social Security procedures, laws affecting employment, and procedures for keeping records.

Course Unit Outline

A. Importance of the job to employer and employee

B. Duties of the Clothing Maintenance Specialist
   1. Conferring with employer to determine job scope and limitations, and to arrive at a work agreement
   2. Examination of wardrobe to determine necessary alterations, repairs, renovations, and estimates of time and cost
   3. Maintenance procedures
      a. Mending, repairing, and making simple alterations
      b. Cleaning, laundering, and pressing
      c. Securing commercial services when needed
      d. Storing clothing
   4. Doing the shopping upon request
   5. Maintaining adequate records as needed
   6. Recognition and practice of safety rules

C. Desirable qualities and abilities
   1. Personal characteristics
      a. Honesty and dependability
      b. Good grooming
      c. Pride in work
      d. Ability to make decisions
      e. Ability to work and cooperate with others
      f. Ability to read and follow directions
   2. Manipulative skills
      a. Ability to use equipment for home sewing, laundering, and pressing
      b. Hand-sewing ability

D. Employer-employee relations
   1. Scope and limitations of job
   2. Work agreements
   3. Interpersonal relationships
   4. Social Security
   5. Laws affecting employment
   6. Records
      a. Names and addresses of commercial firms used by employer
      b. Employer's address in case of emergency
      c. Forms for recording clothing measurements and expenditures

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COURSE UNIT II

CLOTHING MAINTENANCE STANDARDS AND BASIC SEWING SKILLS

Suggested Training Time — 130 Hours

Objectives

To develop trainee knowledge of clothing maintenance standards to enable her to judge the condition of a garment; to determine and make needed alterations and repairs and to evaluate results; and to acquire machine- and hand-sewing skills needed in clothing maintenance.

Course Unit Outline

A. Development of standards for clothing maintenance
   1. Judge the condition of apparel
   2. Determine needed repairs, alterations, or reconditioning of fabrics
   3. Judge quality of workmanship

B. Use and care of sewing machine and simple attachments
   1. Use of various types of machines and attachments
   2. Care of machine—cleaning, oiling

C. Construction processes commonly used in clothing maintenance
   1. Essential equipment, basic techniques, acceptable standards
   2. Making and using hand and machine stitches
      a. Basting and hemming stitches
      b. Stitches for attaching hooks and eyes, snaps, and buttons
      c. Other stitches—buttonhole, tailors tacks
   3. Processes for remodeling and repairing garments
      a. Types of seams and appropriate uses
      b. Types of facings and appropriate uses
      c. Setting in sleeves and zippers
      d. Joining skirt and waist
      e. Darning and mending various types of fabrics
      f. Patching

D. Techniques and standards for alterations used in clothing maintenance
   1. Lengthening and shortening skirts, sleeves, blouse of dress, slips
   2. Altering bustline, skirt band, collar, neck finish, hang of skirt
   3. Refitting or altering neckline
   4. Enlarging or taking up hipline of skirts and dresses
   5. Changing shoulder lines of blouses, dresses, jackets
   6. Making or covering belt and belt buckle
   7. Turning frayed shirt collar and cuffs
   8. Cutting men's trousers

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COURSE UNIT III

LAUNDERING, CLEANING, AND PRESSING

Suggested Teaching Time — 25 Hours

Objectives

To develop trainee skills in home laundering, cleaning, and pressing various kinds of clothing. Trainees will also learn to use the services or facilities of commercial cleaning establishments.

Course Unit Outline

A. Commercial cleaning
   1. Use of coin-operated equipment
      a. Assist employer in deciding what articles are to be cleaned at coin-operated establishments
      b. Follow instructions for use of machine and handling of garments
   2. Use of services provided by dry-cleaning establishments
      a. Assist employer in deciding what articles should receive professional cleaning and pressing
      b. Mark stains and identify types

B. Spot removal
   1. Identify type of stain—lipstick, grease, fruit, nail polish
   2. Always remove spots before laundering
   3. Select type of cleaning agent and appropriate procedure suitable to fabric and stain
   4. Follow precautions on cleaning fluid label for using and storing

C. Hand laundry—special care to
   1. Nylon hose, fine lingerie, foundation garments, and gloves
      a. Desirable temperature of water and type of soap
      b. Squeezing not rubbing or wringing
      c. Temperature for drying
   2. Drip-dry or wash-and-wear fabrics
      a. Temperature of water and type of soap
      b. Patting, not squeezing or wringing
      c. Extract water only by dripping

D. Guides for ironing

1. Check dampness of fabric
2. Use correct temperature for fabric
3. Follow special procedures
   a. Iron with the warp to avoid stretching.
   b. Straighten hems and edges, and square the corners
   c. Iron on wrong side to avoid shine
   d. Iron on wrong side of embroidery

placed on a pad, and complete drying of the fabric to maintain smooth effect

E. Care and storage of special clothing items—shoes, galoshes, hats, purses, sweaters, fur collars and cuffs

1. Suitable methods of cleaning
2. Daily care

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COURSE UNIT IV

STORAGE OF APPAREL

Suggested Training Time — 8 Hours

Objectives

To help trainees develop an understanding of the seasonal storage of apparel; to teach them how to organize storage space, choose storage supplies, prepare and store apparel.

Course Unit Outline

A. Supplies for storage of apparel

1. Containers—bags, boxes, or trunks
2. Hangers and tissue paper
3. Moth preventives

B. Seasonal storage

1. Commercial storage—advantages, disadvantages
   a. Furs, coats, suits, and winter dresses

2. Home storage—advantages, disadvantages
   a. Preparation of storage space—closet, trunk, box
   b. Cottons and linens—washed, unironed
      (1) Pack flat; separate layers with black tissue to prevent dark spots in light-colored fabric
      (2) Cover with heavy paper or plastic
      (3) Seal box with gummed tape
   c. Woolens—cleaned and brushed
      (1) When storing in box or trunk sprinkle moth flakes between layers and spray with moth preventive
      (2) When hanging in garment bag attach sack of moth crystals or spray with moth preventive
   d. Nonwashable garments
      (1) Hang in zippered garment bag to prevent crushing
      (2) Use moth preventive flakes or spray if any wool in fabric

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COURSE UNIT V

PACKING AND SHOPPING FOR AN EMPLOYER

Suggested Training Time 12 Hours

Objectives

To develop trainee skills in handling such special assignments as packing for travel or shopping for an employer.

Course Unit Outline

A. Packing for travel
   1. Organizing the job
      a. Assemble clean garments to be packed and accessories to match
      b. Clean shoes and fill with hose or small articles
      c. Assemble toilet articles; refill containers, close securely
   2. Packing procedures
      a. Place uneven articles on bottom layer, heavier articles toward hinged side of bag
      b. Place toilet articles and sleeping garments in overnight bag, if one is used
      c. Assemble like garments in plastic bags to facilitate packing and use
      d. Close fastenings of garments before folding
      e. Make folds at sides of dresses, blouses or skirts, and as near waistline as possible, to avoid too conspicuous wrinkles
      f. Make folds over crushed tissue paper to lessen wrinkles
      g. Place garments either crosswise

or lengthwise in bag to make as few folds as possible

h. Fill in small spaces with small articles, such as scarf, gloves, sweaters

B. Shopping for sewing supplies

1. Selection of thread, buttons, binding, or needles suitable for the job
2. Keeping receipts and records

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Planning the Learning Experiences

The objectives of a training program are achieved by learning experiences designed to help the trainees develop those behaviors and abilities designated in the objectives. Each experience should serve a definite function and should not be introduced because it is traditional or "modern" or because it is satisfying to the teacher.

A good teacher constantly reminds herself that "covering" the topics outlined for a course does not automatically result in learning. She knows that effective learning experiences should be planned by visualizing what the trainee must be able to do on the job. The job analysis will be an important guide, because the class experiences must be realistic and based on work situations for which the training is being given. Each trainee needs opportunity to apply her understandings and abilities to the different kinds of problems she may face.

A variety of learning experiences will be needed to develop the kinds of abilities required in home and community service occupations. Creativity is a key in providing meaningful experiences for a particular group. The successful teacher will see new ways to synthesize, adapt, and revise experiences to fit the unique characteristics of the group and fulfill the requirements of the job.

These are some planned experiences to be considered:

A. Experiences that will add to and enrich the background of trainees

1. Bringing employers to class to give information on nature of the job
2. Using persons from special fields such as mental health, geriatrics, nutrition or dietetics, child development, medicine, public health, and housing to extend basic knowledge and answer questions
3. Providing reading material appropriate to age and reading ability
4. Using movies, filmstrips, charts, tape recordings, or other audiovisual materials to present specific information (it will be necessary for teachers to preview films, filmstrips, and tapes for appropriateness of and familiarization with the content)

B. Experiences which help develop insight and desirable attitudes

1. Playing out roles of people who might be involved in a work situation
2. Visiting with prospective employers who are to benefit from services to be given by trainees
3. Comparing methods of doing a task by making simple time and motion studies
4. Reacting to situations illustrated in movies, cartoons, or short dramas
5. Making planned trips to representative places of employment

C. Experiences in analyzing work situations and solving problems

1. Considering a specific employment problem or work situation. The situation presented must be realistic. (If actual cases are studied, anonymity should be maintained.) The teacher should ask questions which lead trainees to recognize the problem, to decide what additional information might be needed, and to suggest and evaluate solutions.
2. Developing step-by-step work schedules for some aspects of the job
3. Working out typical problems in a laboratory situation

D. Experiences to develop specific skills and abilities

1. Watching demonstration of a technique, with follow-up practice in class, laboratory, in own home, or in a situation provided by cooperating employer(s)
2. Observing and participating in specific activities in places similar to those where trainee will be employed
3. Experimenting with different arrangement or placement of equipment and supplies, or different techniques for completing a job
4. Acting out situations such as interviewing a prospective employer, repeating directions given, or getting help from a supervisor

E. Some teaching methods which help trainees draw conclusions and summarize important ideas

1. Circle discussion—each member tells of something she observed on a field trip or in a film that would be useful to an employee
2. Buzz group—a small group of trainees applies a principle to new situations
3. Summarizing panel—2 to 5 members of the class review important ideas presented in a class session
4. Summary sheets—brief summaries of major ideas, important facts, or steps in a work process, prepared by the teacher for distribution to trainees at the end of a lesson

Evaluating Achievement

Major functions of evaluation in a program designed to prepare individuals for wage-earning:

1. Assessing basic abilities of persons desiring to enroll in the training program as a basis for selection
2. Determining needs and backgrounds of trainees as one basis of setting up specific goals for the course
3. Measuring the extent to which trainees achieve the goals

Evaluation made for these purposes also will give the teacher a basis for developing learning experiences, modifying course plans, and selecting appropriate references and teaching materials. The needs, backgrounds, and abilities of potential trainees can be assessed by teachers in informal interviews with each person. Personal data sheets and more formal measurement of reading ability and aptitudes for the job may be supplied by vocational counselors or employment service offices.

An integral part of planning a course is selecting some means for checking the progress of each trainee. The desired understandings, attitudes, and abilities are described in the objectives. Course plans must include:

1. Ways of observing each trainee's progress toward achieving objectives
2. Methods of recording observations so progress may be assessed

A teacher can obtain some clues to progress from the trainee's participation in class and from individual conferences. An "anecdotal record," which is a factual report of what the trainee says or does, needs to be written at frequent intervals. Evaluation of the anecdotes should not be attempted until a number of observations has been recorded and at a time when the teacher's feelings and emotions are least likely to influence her judgment.

A rating scale may be used to indicate the level or quality of trainee accomplishment. Three levels are commonly used such as "very good," "acceptable," "not acceptable." (An experienced teacher may use one with 5 to 7 levels, but those used by trainees should be less complex.) The accomplishments being evaluated should be stated specifically and the meaning of the different levels on the scale should be indicated clearly so that all persons using the scale have a common under-

standing of the meaning of each rating. A check-off type of list can be used by both teacher and trainee to record completion of learning activity or achievement of some measurable skill. Rating scales, sometimes called "score cards," may also be developed to rate a completed task.

Evidence of trainee accomplishments should be compiled throughout the training course. Since observations are more valid if made in realistic situations, much of the evaluation will usually take place in laboratory and practice sessions.

Planning the Lesson

The best guide or lesson plan is, of course, one that has been prepared by the individual teacher, based on personal experience and manner of teaching. Although teachers differ in their ways of organizing and coordinating important parts of their presentations, they agree that the purpose of a lesson is effective and meaningful classroom instruction.

Written plans may be very brief, but the good teacher will know before the class starts:

1. The goals or objectives of the lesson—the kind of learning desired
2. The outline and suggested time schedule for the lesson, including
   a. An interest approach—a way to introduce the lesson, to capture the interest of the trainees and to direct their attention to the lesson's goals or objectives
   b. Activities which will involve the trainees in discovering new facts and principles, solving realistic problems, or practicing skills
   c. A way to summarize the lesson—to help trainees arrive at some valid conclusions and /or to evaluate the extent to which lesson goals have been achieved
   d. Assignments of additional study or practice
3. The subject matter content—the facts and principles or main ideas to be brought out in the lesson
4. The teaching materials and references to be used

Teaching Facilities

A suggested teaching facility is a well-equipped clothing laboratory with pressing boards, laundry facilities, and a sewing machine for each trainee. There should be ample chalkboard and bulletin board space and access to equipment for projecting visual material. If possible, there should be adequate storage for individual and teaching materials.

In addition to the clothing laboratory, various types of public and private housing facilities, if available locally, could be used to enhance the effectiveness of the course. Trainees, for example, could profit from visits to local facilities to observe techniques used in clothing maintenance.

Because all of the suggested facilities will not be available in every community, it remains for the teacher to modify or supplement the suggestions which follow.

1. Rooms in recreation centers, YWCA's, libraries, schools, housing centers

   Rooms in any of these institutions may provide space and facilities for class meetings. Of particular interest are rooms which contain bulletin boards or chalkboards and are suitable for the use of audiovisual aids.
2. Household of cooperating homemakers

   Through visits to the homes of cooperating homemakers, particularly those trained in

home economics, trainees can observe techniques of clothing maintenance in the home. Trainees can gain practical experience by organizing and completing a task, such as the seasonal storage of clothing

3. Local clothing or department stores

   Field trips to local stores can help trainees learn more about desirable shopping techniques, general price levels, and characteristics of various kinds of apparel.

4. Local appliance stores and utility companies

   These stores and companies usually employ trained specialists who give demonstrations in the use and care of common household appliances, not all of which may be available for class practice sessions or demonstrations. Much can be learned about the use, operation, and care of these appliances through a well-planned visit to these facilities.

5. Commercial dry-cleaning establishments

   Field trips to commercial dry-cleaning establishments offer opportunities for trainees to observe and familiarize themselves with some cleaning and spot-removal techniques as well as with the nature of commercial services.

Criteria for Judging Trainee Readiness for Employment

The criteria which serve as guides in determining whether the trainee is ready for employment as a Clothing Maintenance Specialist will be more intangible than in some occupations. However, acceptable performance of necessary skills is of such importance that every attempt should be made to evaluate trainee performance.

The use of various evaluative devices is necessary for the teacher and the trainee to accumulate objective information about the growth of the trainee. The following kinds of competencies are important to develop or to strengthen during the training program.

A. Personal qualities

1. Courtesy, friendliness, and tact in dealing with members of the family and local service establishments
2. Acceptable appearance—good grooming, cleanliness and neatness in dress, sensible choice of clothing
3. Good personal habits in speech, mannerisms, cleanliness, methods of work, and punctuality
4. Mature judgment in a variety of situations
5. Acceptable attitudes—cooperativeness, pride and interest in work, dependability, and ability to work under supervision

B. Activities showing knowledge, understanding, and skills

1. Demonstrates knowledge of the scope and limitations of the work of the Clothing Maintenance Specialist
2. Demonstrates ability to keep necessary records
3. Demonstrates knowledge of correct safety procedures on the job
4. Demonstrates knowledge of standards for wardrobe maintenance—condition of apparel, needed repairs
5. Demonstrates basic skills in home sewing, spot removal, laundering, cleaning, and pressing
6. Demonstrates ability to identify and handle special clothing-maintenance problems

7. Demonstrates knowledge of proper care and use of household appliances—sewing machine, washing machine, pressing equipment
8. Knows when and how to use commercial cleaning establishments
9. Demonstrates knowledge of techniques for daily and seasonal storage of apparel
10. Demonstrates understanding of procedures for packing for travel and shopping for the employer

☆ U.S. GOVERNMENT PRINTING OFFICE : 1984 O—736-080

This is one of a series of nine training guides for Home and Community Service Occupations.

A. Community-Focused Occupations Which Use Home Economics Knowledge and Skills

1. Child Day-Care Center Worker
2. Management Aide in Low-Rent Public Housing Projects
3. The Visiting Homemaker
4. Hotel and Motel Housekeeping Aide
5. The Supervised Food Service Worker

B. Home-Focused Occupations Which Use Home Economics Knowledge and Skills

1. Clothing Maintenance Specialist
2. Companion to an Elderly Person
3. Family Dinner Service Specialist
4. The Homemaker's Assistant